



Cupernham  
Junior School

Cupernham Junior School  
Bransley Close  
Romsey  
Hampshire SO51 7JT

Headteacher: Mr S. Frost (Hons) PGCE NPQH  
Deputy Headteacher: Mrs J. Dearden BA (Hons) PGCE

March, 2026

## YEAR LEADER (KS2)

### **Full-time permanent post to begin September 2026** **MPS or UPS with TLR 2**

Following the promotion of the existing post-holder to a Deputy Headteacher position, we are seeking to appoint a highly motivated, effective and inspiring individual, looking to make the next step in their leadership development and career. This is an incredibly exciting opportunity to join an already strong, committed and supportive team as we continue on the next stages of our journey as a school.

We are looking for someone who is passionate about teaching and learning and leadership to join our successful and thriving school (confirmed as 'Good' in our recent Ofsted inspection, September 2023), where the whole child, their learning and development are at the heart of everything we do. As a headteacher, I am looking for someone who wants to help drive the school forward to become the very best we can be, whilst myself and others support you in developing your leadership skills, understanding and experience. We are looking to invest in someone who has the highest expectations of themselves as well as the children in their care.

Cupernham Junior School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to DBS checks along with other relevant employment checks.

We trust you find the enclosed information pack of interest. Visits to the schools are strongly encouraged and warmly welcomed – please contact our school office on **01794 512702** or email at [s.townsend@cupernham-jun.hants.sch.uk](mailto:s.townsend@cupernham-jun.hants.sch.uk) to arrange a time to see the school for yourself and speak with myself or a member of our senior leadership team.

I hope that you will look to visit us soon, to see, hear and feel what we are about. Should you wish to pursue becoming a year leader at Cupernham Junior School, I very much look forward to receiving and reading your application.

*Yours sincerely*

Mr Simon Frost  
*Headteacher*



*“Pupils are happy and keen to learn. They build strong relationships with staff and feel safe. Pupils know that staff expect them to behave well, and they make great efforts to meet these high expectations. Pupils are welcoming and courteous in classrooms and around school.”*

*~ Ofsted Report, September 2023*

## WHAT OUR SCHOOL CAN OFFER YOU

At Cupernham Junior School, we are extremely proud of both our curriculum and the opportunities we offer our children. We are also rather proud of what our school can offer you and, in particular, further support your professional development so that you too can become ‘the very best you can be’.

### CUPERNHAM JUNIOR SCHOOL OFFERS:

- The chance to make a meaningful impact on the lives of children and families, and to contribute to shaping the future of education;
- A school with real heart and soul, where relationships are extremely strong and teamwork is highly effective;
- Children who are happy, motivated and eager to learn;
- An inclusive school where everyone is valued and encouraged to succeed;
- A school that welcomes fresh ideas and embraces creativity;
- A commitment to your continuing professional development (through well-crafted CPD and coaching opportunities);
- A supportive working environment that promotes effective work-life balance;
- A commitment to fostering a culture of trust, respect and empowerment;
- Staff who are keen to improve further and hold the children at the heart of everything they do;
- A leadership team who support and develop staff to be the best we can be
- Supportive parents who are keen to be involved in school life;
- A team of governors who are keen to support and challenge the school to be the best it can be.



We hope that the following information provides you with further insight into our school and some of our aspirations for the future.



## OUR SCHOOL'S VISION & VALUES

### CUPERNHAM JUNIOR SCHOOL...

- ... where *relationships* are our roots
- ... where we embrace the *Responsibility* to learn and grow together
- ... where we sow the seeds of *Kindness*
- ... where *Joy* blossoms in ourselves and in others
- ... where we reach to the high branches of *Aspiration*



As well as our core values above, we have also developed our learning values – the 5 Cupernham Cs – to act as curriculum drivers and help develop our children as lifelong learners.

**Curiosity** – for our children to develop a desire to want to know more, to pursue knowledge

**Creativity** – for our children to develop their knowledge and understanding of what creativity can be (in terms of artistic expression, problem solving and through looking and thinking about things in different ways)

**Courage** – for our children to develop the skills and character to take appropriate risks in their learning; to persevere and be determined in pursuit of a goal

**Collaboration** – for our children to work well with others in order to be successful

**Commitment** – for our children to recognise that something worth achieving is often challenging and for them to stay committed to achieving their goals



## STAFFING STRUCTURE

**The Senior Leadership Team** includes the Headteacher, Deputy Headteacher, Assistant Headteacher and our Inclusion Leader. The SLT is supported by four year leaders.

**Inclusion Support Team** - Our Inclusion Leader leads a team including our SENCo, Family Support Worker and ELSA.

**Teachers** - The staffing structure provides for twelve full time class teachers (with currently 10 full-time and 4 part-time teachers).

**Learning Support Staff** - There are currently 2 HLTAs and 12 LSAs

**Office Team** - A Senior Admin Officer, Admin Officer and Admin Assistant



## THE SCHOOL AND ITS GROUNDS

Our school shares an attractive eight-acre site with Cupernham Infant School with whom we have a close relationship.

The grounds have real potential and there are plans to develop them further in order to maximise the learning potential for our children as well as providing a pleasant environment for everyone. Particular features of the grounds include a pond and environmental area, allotment space and outdoor learning classroom. We also have a woodland area which is used to deliver our Forest School provision. As well as the normal outdoor sporting facilities, the school also benefits from having its own outdoor, heated, 25-metre swimming pool, which is a focal point for swimming teaching and our swimming gala in the Summer term.



We have an active School Council and Eco Council with representatives from all year groups meeting regularly to discuss activities within the school and ideas for improvements.

*“Pupils’ personal development is a high priority. The school is ambitious for pupils to learn beyond the curriculum... A wide range of trips and activities support pupils.”*

*~ Ofsted Report, September 2023*

## OUR CURRENT SCHOOL IMPROVEMENT PRIORITIES

Our current School Improvement Plan seeks to ensure that our school continues to develop through the following aims:

- **To further embed our vision and values (launched in September 2024), setting the direction, aspiration and expectation for all**
- **To develop our curriculum further so that knowledge and vocabulary are effectively sequenced, progressive, retrieved and remembered**
- **To further develop outcomes for all children through continuing to improve teaching and learning, effective assessment and writing**
- **To further secure and improve effective and appropriate provision for SEND children, leading to higher engagement, participation and outcomes**

## A LOVE OF READING

A central part of who we are as a school is our passion for reading and our vision to instil a love of reading in all our children and throughout our community.

Over the past two years, we have re-designed and had installed a brand-new library; added thousands of new book titles to our shelves; shared why and how reading can benefit each of us; purchased our own book vending machine; and, given out thousands of golden tickets (used to motivate and reward our children to keep reading for pleasure).



## SAFEGUARDING

We are proud of our safeguarding culture and recognise its paramount importance. We acknowledge that safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all staff should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain a culture of “it could and does happen here” where safeguarding is concerned.

*“Pupils concentrate well, listen patiently and strive to meet any challenges that they are set. They work individually and in groups with enthusiasm. Pupils work hard and show pride in what they achieve.”*

*~ Ofsted Report*

## APPLICATION AND SELECTION PROCESSES AND TIMETABLE

- Deadline for applications: **Friday 17<sup>th</sup> April – by 12:00pm.** We will then shortlist candidates and contact you by the end of the same day, Friday 17<sup>th</sup> April, should you be invited to interview.
- Interview information: Interviews will be held on **Thursday 23<sup>rd</sup> April.** Information on what to expect on the day will be shared with you as a part of the invitation to attend.
- Application form: The Application form to be completed is available from the Hampshire Education Jobs website:  
<https://www.hants.gov.uk/jobs/education-jobs/application>
- Please send applications to: Sarah Townsend, Senior Admin Officer  
Cupernham Junior School  
Bransley Close  
Romsey  
SO51 7JT  
[s.townsend@cupernham-jun.hants.sch.uk](mailto:s.townsend@cupernham-jun.hants.sch.uk)

**All candidates will be notified and successful candidates called for interview by the end of Friday 17<sup>th</sup> April for interviews at Cupernham on Thursday 23<sup>rd</sup> April.**



Visits to the schools are strongly encouraged and warmly welcomed – please contact our school office on **01794 512702** or email [s.townsend@cupernham-jun.hants.sch.uk](mailto:s.townsend@cupernham-jun.hants.sch.uk) to arrange a time to see the school for yourself and speak with myself or a member of our senior leadership team.

Please find both the job description and person specification below.

# YEAR LEADER JOB DESCRIPTION

*Responsible to the Headteacher*

## FUNCTIONS

*In accordance with the School Teachers' Pay and Conditions Document and other legal requirements, and having due regard to the requirements of the National Curriculum, the school's agreed aims, objectives and schemes of work and any policies of the school and/or Governing Body.*

- **to demonstrate a commitment to and model outstanding classroom practice**
- **to inspire, motivate, support and challenge others**
- **to support our culture of ongoing professional development, through coaching and mentoring**
- **to be a member of the wider Leadership Team and contribute effectively to the leadership and strategic development of the school**
- **to provide support in implementing and measuring impact of the SIP**

## QUALITIES

It is expected that the Year Leader will:

- be committed to a process of continuous improvement, high quality teaching and learning and the raising of standards within both their class and year group
- use a range of assessment strategies (formative and summative)
- take a creative approach to problem-solving to identify and resolve issues as they arise
- be proactive in solving problems and developing problem solving in others
- be able to communicate effectively with staff, children, parents and other stakeholders
- be sensitive to the needs of others and be able to provide support to colleagues where appropriate
- be organised and highly effective in their time management, meeting their own deadlines
- have an inner drive and determination to ensure that improvements are timely and there is a consistency of the school's approach and practise

## DUTIES AND RESPONSIBILITIES

### LEADERSHIP AND MANAGEMENT

- take decisions, which reflect the values and the shared strategic vision of the school
- lead teaching and learning within their year group
- drive standards to ensure that progress is strong for all children, despite vulnerabilities and individual's barriers to success
- ensure expectations and consistency within learning, teaching and assessment in their team
- share effectively whole school decisions and communications
- to collaborate with other leaders and staff
- hold others to account through holding professional conversations (with the support of other leaders at first)
- lead on agreed actions from pupil progress meetings and SLT meetings
- analyse assessment outcomes and the adaption of the curriculum in light of these against targets, including target children and key pupil groups
- submit reports or present to governors where necessary
- demonstrate the confidence and ability to make leadership and organisational decisions when circumstances dictate, be called upon to act in the absence of the Headteacher/Deputy Headteacher/Assistant Headteacher

## **CLASSROOM PRACTICE AND DEVELOPING THE QUALITY OF TEACHING AND LEARNING**

- be willing and able to coach and mentor within the year team
- work co-operatively with year group or team colleagues in the planning of learning units, ensuring they are well motivated and supported, overseeing their impact
- ensure high standards of work and disseminating effective practice within the year team
- ensure that PPA time is used appropriately and effectively, modelling how this time can be used
- identify the needs of all children and plan appropriately for a close match between those needs and work offered
- keep up to date with the latest development in learning and teaching
- make recommendations about improvements to practice based on a sound level of experience, research or understanding
- monitor, evaluate and make necessary modifications to planning, communicating these changes to all staff
- establish and maintain a well organised and stimulating classroom environment
- develop positive relationships with parents, reporting to them in accordance with school policy and value their help in and out of the classroom

## **SAFEGUARDING, PASTORAL CARE AND SUPPORT**

- ensure that safeguarding policies and guidance are adhered to at all times
- understand the importance of positive and professional relationships, providing support and guidance to those within their team
- ensuring the highest possible standards of attitudes and behaviour
- being accessible to colleagues for advice and support and being aware of their individual needs and well-being
- delegating responsibilities effectively to colleagues and supporting them in their fulfilment
- taking phase and whole school assemblies as required
- providing opportunities for children to take part in and have responsibility for extra-curricular activities

## **SUBJECT LEADER**

- to set the aims and vision for their subject and ensure that planning and provision underpin these aims
- promote the subject through modelling your own effective practice and enthusiasm
- keep up to date with the latest developments in teaching and learning
- make recommendations about improvements to practice based on a sound level of experience or understanding
- manage a subject budget so that suitable resources are acquired, stored appropriately and maintained
- assess and evaluate existing provision and practice, and providing effective support to ensure actions and improvements are timely and effective
- ensure sequencing and progression throughout the school
- further develop knowledge of current developments by attendance at courses, support groups or by reading current literature. To disseminate information on current developments to other staff
- be pro-active in advising and supporting colleagues in curriculum planning and delivery
- moderate standards and assessments

This job description is subject to change and may be amended at any time after discussion with you; this also may be reviewed as a part of the school's strategic vision and direction.



# YEAR LEADER: PERSON SPECIFICATION

D = Desirable (all other specifications are essential)

<b>Professional Qualifications</b>	<ul style="list-style-type: none"> <li>• Holds Qualified Teacher Status (QTS) e.g. Cert. Ed., B. Ed or other undergraduate degree with PCGE.</li> <li>• Shows evidence of significant and relevant continued professional development.</li> <li>• Has completed or is looking to complete further leadership professional development e.g. NPQs. <b>(D)</b></li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Is able to articulate a clear, strong understanding and passion for the importance of high-quality education.</li> <li>• Has experience of leading change which has impacted upon pupil outcomes e.g. through a subject leader role.</li> <li>• Demonstrates the skills required to inspire, enthuse and motivate others.</li> </ul>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Demonstrates a passion and enthusiasm for teaching and learning.</li> <li>• Outstanding classroom practice, modelling the principles of effective teaching and learning to high standards.</li> <li>• Strong understanding of assessment and how it can be used to plan curricular interventions to accelerate pupil progress.</li> <li>• Demonstrate strong subject and curriculum knowledge.</li> <li>• Make accurate and productive use of assessment.</li> <li>• Plan and teach well-structured lessons, adapting teaching to respond to the strengths and needs of all pupils.</li> <li>• Has day to day working knowledge of the National Curriculum.</li> <li>• Has successful experience of teaching in KS2, promoting good progress and outcomes by pupils and securing strong outcomes for all children.</li> <li>• Manage and promote positive learner behaviour, ensuring a motivated and safe learning environment.</li> <li>• Set high expectations which inspire, motivate and challenge pupils.</li> <li>• Raise aspirations of learners through your enthusiasm and knowledge.</li> <li>• Value and promote social and cultural diversity, equality of opportunity and inclusion.</li> <li>• Has experience of using research evidence to inform teaching and learning. <b>(D)</b></li> <li>• Understands the importance and application of technology in learning and its future implications. <b>(D)</b></li> </ul>
<b>Developing Self and working with others</b>	<ul style="list-style-type: none"> <li>• Understands own strengths and areas for development; is self-motivated and reflective.</li> <li>• Demonstrates commitment to shared leadership, effective team work and working in collaboration with colleagues.</li> <li>• Acts on feedback or self-evaluation in order to improve own performance.</li> <li>• Maintain and update your knowledge of educational research to develop evidence-based practice.</li> <li>• Demonstrates high expectations for self and others.</li> <li>• Deploy support staff effectively.</li> <li>• Communicate effectively with parents with regard to pupils' achievements and well-being.</li> </ul>
<b>Managing in school</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the need to develop and sustain a safe, secure and healthy school environment.</li> <li>• Able to prioritise, plan and organise own workload.</li> <li>• Able to identify, establish and sustain appropriate management structures and systems.</li> <li>• Displays the ability to think creatively to anticipate and solve problems.</li> </ul>

<b>Strengthening the community</b>	<ul style="list-style-type: none"> <li>• Has successfully used a range of strategies to encourage parents to support their children’s learning and realise the school’s vision.</li> <li>• Shows a commitment to the wider curriculum beyond school and the opportunities it provides for pupils and the school community.</li> </ul>
<b>Personal skills and attributes</b>	<ul style="list-style-type: none"> <li>• Has an inclusive ethos and is willing to go the extra mile for vulnerable children.</li> <li>• Has energy, enthusiasm and passion.</li> <li>• Is approachable, able to communicate effectively and concisely and is a good listener.</li> <li>• Is flexible, creative and helps others solve problems.</li> <li>• Is capable of making reasoned judgements, knowing how and when to delegate.</li> <li>• Is able to motivate and inspire, having a presence and integrity that inspires confidence and trust.</li> <li>• Demonstrates a genuine empathy for and with children.</li> </ul>
<b>Accountability</b>	<ul style="list-style-type: none"> <li>• Has a good understanding of the need to be accountable to parents for the education of their child and can articulate strategies that would enable parents to be involved in the life of the school.</li> <li>• Demonstrates understanding of individual, team and whole school accountability for pupil learning outcomes.</li> </ul>
<b>Safeguarding children</b>	<ul style="list-style-type: none"> <li>• Has a strong understanding of safeguarding requirements and the practise of ensuring that children are kept safe from harm.</li> <li>• Has a strong understanding of responsibilities in ensuring that children are safe and ensures that policies and guidance are followed.</li> </ul>